

Tapton  
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

# Temporary Level 3 Nursery Teaching Assistant (Maternity Leave)

## Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG  
Tel: 0114 267 1414 Email: [enquiries@taptonttrust.org.uk](mailto:enquiries@taptonttrust.org.uk) Web: [www.taptonttrust.org.uk](http://www.taptonttrust.org.uk)

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## A Message from our CEO



David Dennis  
Chief Executive Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

# About Tapton School Academy Trust

**Tapton School Academy Trust** was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

## Our Vision

To realise the life chances and dreams of every child.

## Our Mission

To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

## Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

## Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

# Our Schools

## Bradfield

Bradfield is an 11-16 school with around 1100 students, situated in beautiful Peak District surroundings. Our vision is **'where all people thrive'** and we strive to deliver an education that supports students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

Our belief is that school should be a fun place to be – where the activities, teaching and facilities foster enthusiasm, enjoyment and strong relationships. Happiness and success at school are closely related and so most of all we want our students to be happy to come to school.

## Chaucer

Chaucer school is an 11-16 school based in the North of Sheffield. Performance is rapidly and continually improving and we place a very strong emphasis on achieving well in the subjects of English, Maths and Science.

Each student is unique and precious to us, and is equally valued for their culture and contribution. Our positive reputation for achievement, care and Positive Discipline is well established. High expectations are instilled in all our students from the start of their time at Chaucer. These include hard work, self discipline, courtesy and respect.

## Forge Valley

Forge Valley is a safe, inclusive learning community where students and staff learn and thrive together. Our ethos is based upon **everyone striving to become their very best.**

As a school we believe that ambition and endeavour provide our students with the mind-set needed, not only to succeed academically, but in adult life in an ever changing modern world. Success at Forge Valley is not just measured in terms of academic performance. We aim to develop our students into reflective, confident, innovative, morally grounded, ambitious and resilient individuals ready to take their part in a dynamic and diverse 21<sup>st</sup> century.

## Tapton

Tapton is an 'outstanding' 11-18 school (Ofsted 2012) with around 1700 students, including a sixth form of around 500. Our ethos of **Valuing Everyone, Caring for Each Other and Achieving Excellence** underpin everything that happens in our school.

We believe that education should have a positive impact on all students. We aspire to improve the life chances and dreams of all our students through ongoing progress and improvement in learning.

Students are treated as individuals. We recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim high. Our aspiration is to have the best behaviour, conduct and manners of any school in the country, whilst recognising that children learn and grow at different rates as they become responsible citizens.

## **Hallam**

Hallam is a three form entry primary school serving a predominantly affluent community. The number of children eligible for free school meals (FSM) is well below national and Pupil Premium funding is low. The school do have a higher percentage of children on the Special Educational and Disabilities (SEND) register and the percentage of Educational Health Care Plans (EHCP) is just below national. Starting points are at least in line with national expectations.

The school does not currently have a nursery but take from over 20 different providers.

The school has an Ofsted rating of 'Good' and was last inspected in June 2018. At the end of Year 6 the children consistently achieve above national outcomes in Reading, Writing and Maths. The school is currently embedding their new DREAMS curriculum.

The school has an Executive Headteacher, a Head of School, two assistant Headteachers and a full-time Special Educational Needs and Disabilities Coordinator (SENCO.) There is a local governing body in place at the school.

## **Hillsborough**

Hillsborough School is a grade 2 listed building with two form entry to school and a three and four year old nursery. The Early Years unit is housed in a separate annex and operates as one unit while the rest of school is housed in the main building.

The school serves a wide and varied community with over 30 different languages spoken and no one predominant ethnicity in the school. Children eligible for FSM is above the national average and the school receive around £200,000 in Pupil Premium funding.

The school is Ofsted rated 'Good' with a section 8 inspection taking place in February 2020. The children achieve inline or above national outcomes and progress measures have been strong. There is a well-constructed curriculum in place. The school has a high percentage of mobility and this impacts across school life.

There is a Headteacher, three assistant Headteachers, one of which is shared with another Trust school, and a full-time SENCO. The school has a small inclusion team. It has a governing body that also serves Meynell and Southey Green School.

## **Meynell**

The school serves a mainly white British community on the north side of the city. The level of deprivation is high and the number of children eligible for FSM is well above average. As a result the school receives around £340,000 of Pupil Premium funding. Starting points are low.

The school has a two year old nursery provision for up to 40 children and a three, four year old nursery which can reach 52 places with a total of 104 children on roll. The nursery is placed in a purpose built Children's Centre at the edge of the site and this ensures good working relationships with other early years providers.

The school currently holds an Ofsted rating of 'Requires Improvement' from October 2019. The school is embedding a well-structured curriculum. At the end of Year 6 the children generally perform below national standards.

There is a Headteacher, four assistant Headteachers, one shared with Hillsborough Primary School, and two full-time SENCOs. The school has a large Inclusion team. There is a governing body in place which serves two of the other Trust schools.

## **Southey Green**

This is a large primary school with an average of 750 children on roll. The school is situated in the north of the city and serves a predominantly white British community. The levels of deprivation are high and the number of children eligible for FSM is high. The school receives around £460,000 in Pupil Premium funding.

The school is in the Ofsted window and was last inspected in March 2016, receiving an Ofsted grading of 'Good'.

The school has a 32 place two year old provision and a three/four year old nursery with a 78 place capacity often giving 156 children on roll in the nursery. Starting points are low and often well below expected for their ages. At the end of Year 6 the school does not achieve the national standard outcomes. The school are currently embedding their curriculum and have strong curriculum leaders.

The school has a Headteacher, six assistant Headteachers, phase SENCOs and a large Inclusion team. This is the third school who have a joint governing body.

## **Wisewood**

This is a small one form entry primary school with around 160 children on roll at any one time. The school serves a varied community. The school does have an above average number of pupils eligible for FSM and receives around £90,000 pupil premium funding.

The school was inspected by Ofsted in July 2018 and was given a 'Requires Improvement' grade. The children's starting points are lower than expected nationally and the school currently has no nursery provision. There is an independent pre-school onsite. At the end of Year 6 the school achieve below national outcomes although this was due to change in July 2020.

There is currently an Executive Headteacher and Head of School in place. The Head of School undertakes the SENCO role. The school has an Interim Executive Board (IEB) in place, although there is a move to put a governing body in place this year.

## Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none"><li>• Securing high levels of attendance and low levels of persistent absence</li><li>• Ensure safeguarding policies and practices operate effectively</li><li>• Build relationships further between schools and vulnerable families</li><li>• Further focus on vulnerable learners to reduce suspensions and exclusions</li><li>• Close the attainment gap between disadvantaged learners and other learners.</li></ul>
Outstanding Outcomes	<ul style="list-style-type: none"><li>• Improving the quality of education in each school</li><li>• Provide learning in every classroom for every learner that is at least good and addresses each learners need</li><li>• Continue to develop a Trust in which learners achieve high rates of progress.</li></ul>
Sustainable Trust	<ul style="list-style-type: none"><li>• Actively communicate and engage with all stakeholder groups</li><li>• Continue to ensure best value and use of all resources</li><li>• Develop revenue raising opportunities</li><li>• Future proofing buildings and facilities.</li></ul>
A Great Place to Work	<ul style="list-style-type: none"><li>• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches</li><li>• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience</li><li>• Develop a succession plan with an emphasis on executive leadership</li><li>• Further develop our approach to staff wellbeing.</li></ul>

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).



## The Role

Tapton School Academy Trust are seeking to appoint a temporary L3 Teaching Assistant to cover maternity leave within our Nursery. This role will commence on 1<sup>st</sup> September 2022 and will run until Easter 2023 (or until the earlier return of the post holder).

The successful candidate will be expected to work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order, keep pupils on task, respond to questions and generally assist pupils to undertake set activities.

<b>Salary Range:</b>	Grade 4 SCP 7 – 12, £20,092 - £22,183 pro rata
<b>Responsible To:</b>	Assistant Headteacher
<b>Responsible For:</b>	N/A
<b>Hours of Work:</b>	32.5 hours per week 39 weeks per year
<b>Holidays:</b>	N/A
<b>Benefits:</b>	<ul style="list-style-type: none"><li>• Salary Sacrifice Car Scheme</li><li>• Cycle to Work Scheme</li><li>• Discounted membership for Westfield Health</li><li>• Occupational Health</li><li>• Wellbeing Programme</li><li>• Continuous CPD and Training.</li></ul>

# Responsibilities

## 1 SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of IEPs
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

## 2 SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

## Responsibilities

### 3 SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

### 4 SUPPORT FOR THE SCHOOL

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required

# The Person

**The successful candidate will demonstrate the following:**

<b>Education and Qualifications:</b>	<ul style="list-style-type: none"><li>• Very good literacy/numeracy skills</li><li>• NVQ 3 for teaching assistants or equivalent qualifications or experience</li><li>• Training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, cache etc</li><li>• Appropriate first aid training</li></ul>
<b>Experience and Knowledge:</b>	<ul style="list-style-type: none"><li>• Experience of working in a busy school environment</li><li>• Experience of Management Information Systems (desirable)</li></ul>
<b>Skills, Abilities and Personal Qualities:</b>	<ul style="list-style-type: none"><li>• Competent usage of Microsoft Excel, Word &amp; Outlook</li><li>• Excellent organisational, planning and prioritisation skills</li><li>• Ability to show sensitivity and objectivity in dealing with confidential issues</li><li>• Strong interpersonal skills with outstanding oral and written communication skills</li><li>• Ability to work to deadlines with minimum supervision</li><li>• Display commitment to the protection and safeguarding of children</li><li>• An effective team player but can think and work independently</li><li>• Able to work under pressure, meet deadlines</li></ul>

## How to apply

Visits to the school are warmly welcomed. Please contact school to arrange a date to visit.

Application forms and further information regarding the role (including a job description) can be obtained at: [www.hillsborough.sheffield.sch.uk](http://www.hillsborough.sheffield.sch.uk)

Completed applications should be returned to: [enquiries@hillsborough.sheffield.sch.uk](mailto:enquiries@hillsborough.sheffield.sch.uk)

Please do not use the Local Authority application form.

Hillsborough Primary School is committed to safeguarding and promoting the interests of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate must have the ability to converse at ease with members of the public and students and providing advice in accurate spoken English is essential to the role.

References for shortlisted candidates will be requested before the interview.

Successful applicants will be required to undertake a DBS Enhanced Disclosure.

**Deadline for applications:** Monday 4<sup>th</sup> July 2022 at 12pm

**Shortlisting:** Monday 4<sup>th</sup> July 2022

**Date for Interview:** W/C 11<sup>th</sup> July 2022

Applications for this role can be made either via the TSAT application form or through the TES website:

Hillsborough Primary School website - [Job vacancies | Hillsborough Nursery & Primary School](#)

TES website - [Teaching Jobs & Education Jobs - Tes Jobs](#)

DfE website - [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](#)